

THE
Johnson Journal



Commencement, 1934

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COMMENCEMENT ISSUE

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A Message to the Seniors

Four years ago 103 pupils entered Johnson High School as Freshmen. Most of you were numbered in this group. Now over 70 of this same class stand at the portal which opens upon a new experience in an industrialized civilization. Possibly some of you are awed by the view, but remember that most failures are created within the individual through his lack of determination and perseverance.

As you set forth on your quest of success, be guided by the principles of good citizenship, fair play and unquestioned honesty. Take an active part in affairs of your community. Form your own opinions, but always be tolerant toward the views of others. And above all, do not cease to learn as education is a continuous and unending process.

I shall always be happy to be informed of your acts as individuals and hope that many of you will carve a niche for yourselves in the world of affairs, such that your teachers will be exceedingly proud to have been your advisers during the last four years.

I wish to leave with you these few lines from Henry Austin's poem which you might find of help when the tide seems to turn against you.

"Then take this honey for the
bitterest cup;
There is no failure, save in
giving up;
No real fall as long as one
still tries;
For seeming setbacks make the
strong man wise.
There's no defeat in truth,
save from within;
Unless you're beaten there,
You're bound to win."

ALVAH G. HAYES



GRADUATION



VALEDICTORY

A WOMAN'S CONTRIBUTION TO
AMERICA'S SOCIAL PROGRESS

In this nation, there are numerous outstanding persons who have contributed to the solution of the many different forms of problems. To Jane Addams is credited the position of being the most famous woman of the United States during the first quarter of the twentieth century. To her, equally with Nicholas Murray Butler of Columbia University, went the Nobel Peace Prize of 1931. In the fields of philanthropy and peace she has shown her worth.

A college graduate, Jane Addams completed her preparations for her career of social welfare work by a stay of several years in Europe, where she studied the people and the conditions, and by a year's study of city life in Philadelphia. In 1889, one of the most notable social settlements in America, Hull House in Chicago, was founded by this woman. This endeavor alone would have made Jane Addams famous. The settlement house, one of the first of its kind, aimed to provide wholesome recreation for poor children in a foreign district of the city and to furnish instruction in various trades and handicrafts, in art and music, and in regular school subjects.

However, there were other than social problems arising among these people. The humanitarian leader in social welfare also became a foremost authority on child labor and woman suffrage. In this capacity

she attempted to secure such reforms as a workingman's unemployment insurance, and the correction, rather than the punishment of criminals.

Of her numerous endeavors, the one for women suffrage probably brought her most to the foreground. A champion of equal franchise for women, Jane Addams was in 1912, a delegate to the first National Convention of the Progressive party, a very unusual honor for a woman. Her efforts here and in future years won for women, Jane Addams was in 1912 of the Nineteenth Amendment, granting Woman Suffrage.

Jane Addams stands out among both men and women as a pioneer in her field. Many positions which she has held would have taxed the powers of any man. For three years she was inspector of Chicago's streets and alleys. In 1909, she was made president of the National Conference of Charities and Correction. At the Progressive Convention, Jane Addams made a speech seconding the nomination of the presidential candidate, the first woman ever to do a like thing.

The climax in this eventful career came with the World War. Ever an advocate of World Peace, during and after the War, Jane Addams was identified with many peace moves. She was chairman of the International Committee of Women for Permanent Peace. This committee has been characterized by a professor at the University of Chicago as "the first concerted attempt to let reason and pity into the stupid and cruel chaos of a world at war." The mem-

bers advocated arbitration and conciliation as solutions for all international problems, and stood behind the World Court as being the best judge of these situations. At the head of most peace proceedings was Jane Addams. A Women's Peace Party was organized in this country, and even after our soldiers had entered the battlefields of France, it continued its efforts to end the War as soon as possible. These peace-loving women did much to lessen the suffering of men in the trenches and to return them to their native lands soon after November, 1918.

Since the war, Jane Addams has by no means been idle. In Chicago directly following the War, there were in connection with the Third International or Communistic regime of Russia, numerous "Red" or "Bolshevistic" uprisings. Many persons were arrested, suspected of spreading propaganda. However, to the credit of Hull House, none of its beneficiaries were involved.

The final effort of Jane Addams has been "to Humanize Justice." In this country, all new moves have to start with a change in the minds of the people; a desire for the institution of reforms must precede the actual changes. Consequently Jane Addams has attempted by well-directed writings and speeches to educate America to the needs of the criminal for humane treatment and correction.

Jane Addams's contributions to America's social progress have endeared her to the hearts of the people, and her pioneer services in the fields of philanthropy and peace will long be remembered.

VALEDICTORY

Friends and Relatives: Through your great aid and unceasing interest in us and in our activities, we,

the class of 1934, have successfully carried out our high school careers. Only with your inspiration could many of our projects have been accomplished. We extend to you our sincere appreciation for all this.

Our Principal and Teachers: From your advice and guidance during the past four years, we have gained much, and it is with regret that we say goodbye tonight. May we endeavor to prove ourselves worthy of your aid and to continue to uphold the high standards of Johnson High.

Underclassmen, our schoolmates: On you, tonight, is placed the task of upholding the work which has been started. Your friendship has shown us your loyalty—may you always stand behind Johnson High School and its ideals.

Classmates: Tonight we set sail on the broad sea of life. Our paths will be widely different, but we shall remember these days at Johnson High among the happiest of our lives and hold high the friendships made here. Let us try to carry out into the world the knowledge and inspiration received. Thus as the time comes to part, friends, the Class of 1934 bids you farewell. May success be with you in all that you undertake.

BLANCHE DOWNING

SALUTATORY WITH ESSAY

In behalf of the Class of 1934 it is my privilege this evening to extend to you,—our loving parents, our kind teachers, our faithful friends, our schoolmates, and invited guests, a cordial invitation to our graduation exercises.

THE "WHY" OF SCHOOL

It was John Parvys who said, "Culture is what you have left after you have forgotten all that you set out to learn."

Then why do we human beings with the anticipation of living but a few score years spend twelve of those years in elementary training and struggle hard to spend a few more in a school of higher learning? Why did man set up the vast system of schools which he operates today? If Experience is the best teacher, why do we bother with schools, books, and teachers? Why don't we start as soon as possible and learn directly from Experience which is the natural teacher?

Comparatively not long ago that's what man did. But this same teacher, Experience, taught him that it was better to be prepared for the first onset of life. It was an advantage to be able to read and write and figure. It made the man educated in these fundamentals better able to compete with his uneducated neighbor. As an outgrowth of this desire to be one point up on the other fellow, an educational system grew slowly and none too surely.

The first schools were not, of course, meant to educate the poor man's son. The wealthy alone were privileged. But schools spoke for themselves. They were demanded by all people everywhere not as a luxury but as a necessity. Finally, with the interest of a mass of people behind it the educational movement spread fast. Today every man has an opportunity to be educated in one way or another. Our present system is inspiring. Not only are we educated in grammar school and high school but we have the opportunity to educate ourselves in any chosen field. There are libraries, both general and special, museums, zoos, night schools, correspondence courses, lectures, forums, books, newspapers, magazines, and the radio.

Now why, we ask, have we made this outlay? What do we get from

it that is worth these millions of dollars yearly. Surely it can't be purely the fact that we do learn to read, write and figure. It is true we do learn when Columbus made his way to America; we do learn that Odysseus blinded a Cyclops; and we can work equations to perfection. But—is that all that we've spent twelve good years of our life's scanty time for? Or is there something more? For it is a sad fact that in a few years' time we shall have forgotten all but a precious tenth of what we originally professed to know.

Then there must be other reasons for going to school. This life isn't ideal. Each may not do exactly as he pleases without regard for another. There is a groove which man must be fitted into before he can sail Life's seas. This is the groove of convention, of law, of order, of discipline, and of consideration. Simply by force of the opinion of the majority, the individual unconsciously learns these things.

In school the pupil is put on his own responsibility for five hours of each day. He must therefore learn to adapt himself to new circumstances without the aid of a guiding parent. School teaches resourcefulness, responsibility, and independence.

Experience may be the best teacher but she is also the most severe. School offers a means of easy initiation to her ways. Here all pupils are put on a competitive basis. Each advances according to his own merits but he does not suffer the risks of struggling against professionals, against persons hardened to the ways of life. Thus the individual is competing but he is protected.

And last of all, school is valuable for the contacts and friendships it makes. It stirs ambition in the in-

dividual, it inspires him with a joy in living, it stirs a curiosity as to the nature of things and creates a feeling of fellowship and co-operation, a desire to do something, to be somebody.

That's why we have hours of patient study and that's why we have books, and teachers, and schools.

VIRGINIA BIXBY

CLASS ESSAY

ANCESTRY OF THE NEW DEAL

One concludes, in glancing over the first milestone of the Roosevelt administration, that it is characterized by a disposition to adopt new and hitherto untried policies for combating and removing the root of economic evils. Yet these policies, although foreign to our government, have been expounded for over a thousand years and applied in a modern manner have placed an emphasis on the welfare of the masses, strict control over industry, and have called for the inauguration of broad national policies such as the development of the Tennessee River valley, the governmental employment of millions of men, and the governmental improvement and regulation of housing, working, and living conditions. Many people have considered these steps as radical, fascist, even communistic, the product of a modern era. Yet these ideas are the results of centuries of thought on social and economic problems by intellectual men. As early as 388 years before the Christian era, a Greek philosopher, named Plato, wrote a book called the *Republic* which pointed out the evils of society and offered remedies for them that are the underlying theories of the so-called New Deal today.

The doctrines of Plato, partly for-

gotten during the dark Middle Ages, were discovered during the Renaissance, the period from 1300-1500 A. D., and served as food to the awakening hunger in the minds of studious men for economic and social reforms. Foremost among these scholars was a certain Sir Thomas More, a chancellor in the Court of England, under Henry VIII. In 1515, More wrote a book called *Utopia*, in which he expounded the fundamental plans for an ideal commonwealth. His would have been a country consisting of cities with gardens and wide streets surrounded by farm communities belonging to the people. Is this not an aim of the recovery program today? Yet More's plan was proposed in an era when city streets were one-way lanes and all land was centered in the hands of a few autocratic nobles. More also believed in a self-sufficient population, meaning that the people would live in towns and support themselves by working part time on farms. This bears a striking resemblance to President Roosevelt's program for the Tennessee River valley in which he plans to sprinkle small communities and farms so that future inhabitants may work a few days in the villages while producing their own food supply on their farms. The most astounding proposal of More was that of the six hour working day. It is rather amazing that a person living in the 16th century, a man who was beheaded because of his conservative disapproval of Henry VIII's marital ventures, proposed such a step when in the 20th century, the eight-hour working day, established in industry by the codes of the N. R. A., was considered, by many, too radical and too socialistic.

The next important ancestor of the New Deal may be found in the Scot-

tish plan of Robert Owen which evolved over a century ago. Those who scoffed at and disdained planned methods of abolishing poverty, ignorance, and crime as idealistic reveries, found in Owen's experiment at New Lanark, Scotland, a practical realization of age-old theories. Owen was an educator, a manufacturer, and a practical idealist. He bought a factory at Lanark and he and his wife set to work to recreate the ignorant, dissipated community. First he would not allow children under the age of 12 to work in the mills. This was at a period when a three or five year old child was not too young to work in mines. Kindergartens, nurseries, and schools were opened for character building. Is not our Federal government financing nursery-schools, one of which is now being conducted in our own community and several other educational projects? Owen also had commodious, attractive cottages built where unhealthy hovels once stood. Thus are not reforms, similar to those of Owen, contained in the New Deal and enlarged especially through the Subsistence Homesteads Act which is to be applied to land in West Virginia where there will be built homes and a factory for the employment of the

In the story of New Lanark, we have a Utopia brought to earth and made successful in a practical way, thus proving the ideal commonwealth was far from being an idealistic dream.

European movements soon led to experiments in America. Among the

most famous and nearest to our community was that of Brook Farm established in 1841 by George Ripley, a scholar. Ripley bought 170 acres of land in West Roxbury, near Boston, for the purpose of building a Utopia in which would be combined culture with necessary physical labor done by each individual. Each person was to devote part time working on the necessities for his own living and part time advancing and utilizing his particular knowledge. Among those who joined this experiment were Bronson Alcott, father of Louisa M. Alcott, Nathaniel Hawthorne, the poet and author, and Ralph Waldo Emerson, the poet. However, Brook Farm failed financially. This happened because the majority of its enthusiasts were scholars who were unaccustomed to the manual labor required of them. Today Brook Farm has a significance in experiments conducted in the Tennessee valley and elsewhere for it typified an abundant life of the all around type in attaining physical and cultural satisfaction.

Let us therefore look upon President Roosevelt's New Deal as an experiment backed by countless years of intelligent study and successful precedents. Let us not be too critical. Everything has defects in its primal stage. Perfection can only be attained through experimental operation and the success of that operation depends greatly on the willing co-operation and the thoughtful consideration of the people for whom it is being developed.

CLAIRE LEBEL



CLASS SUPPER

On June 14, the annual Junior-Senior Reception was held in the School Auditorium. The evening began with an excellent supper served by Harry C. Foster, throughout which ran an incessant stream of good-natured conversation. Following the banquet the Class Will, Prophecy, and History were delivered by Henry Kennedy, William Drummond, and Helen Clarenbach, respectively, and were the cause of much mirth and enjoyment. The remainder of the evening was spent in dancing.

CEPLIKAS RECEIVES BOOK

Every year the Harvard Club of Andover donates a prize book to the school, to be awarded to the highest ranking Junior boy. Mr. Hayes, after considerable computing, found the winner of the book, and recently before the entire assembly presented it to the fortunate scholar, Thomas Ceplikas.

CHEMISTRY CLUB CONTEST

Recently, the Chemistry Club announced that it would offer a money prize, to be given to the highest ranking in a chemistry test held on June 7. All Chemistry students receiving an average mark of "B" or over were compelled to take the "quiz," while any member of the Chemistry Club was eligible. This contest has caused much interest on the part of the competitors and all

are eager to hear the name of the winner announced on the eve of graduation.

SCHOOL ORCHESTRA ATTENDS COMPETITION

Recently, our orchestra, under the management of Miss Leach, motored to Hampton Beach in order to attend the New England Orchestra Competition there. Many excellent orchestras and bands displayed their talent, and provided considerable interest and amusement. Although Johnson High School's Orchestra did not compete this year, it is fairly obvious that next year it will take an active part in the fray.

COMMERCIAL CLASS SECURE AWARDS

One Saturday, not so long ago, the cream of the crop of our Commercial students went to Danvers and competed in various contests held there. As a result we earned for ourselves quite a reputation among the various schools which were there. In Senior typewriting Eleanor Roche secured first place while Helen Davis won fourth position. In the Sophomore typewriting contest Marguerite Phelan outclassed all other competitors securing first place, while Marjorie Andrews was given fourth position. In the Senior shorthand contest Helen Davis, Johnson meteor, won and Eleanor Roche tallied a second. Again in the Junior shorthand contest our entry, Mary Roche, received second place because of a few minutes difference in time.

SCHOOL DRAMATISTS GO TO BOSTON

June 9. This evening the Boston Opera House was the scene of much noise and applause as many of the Dramatic Club members witnessed their first real drama. Katherine Cornell, one of the leading actresses of the legitimate stage, excelled in the production, "The Barretts of Wimpole Street," and was the object of the admiration of the Dramatic Club. This club also profited from the

play, receiving information on how to be dramatic.

COMMENCEMENT

On the evening of June 29, the graduation exercises were held in the school hall. Blanche Downing, Virginia Bixby, and Claire Lebel issued the Valedictory, the Salutatory, and the Class Essay, respectively, while the class motto Oration was given by William Graham. Graduation songs were sung by the chorus and diplomas were awarded.



ATHLETICS



Johnson opened its second season of baseball under the tutelage of Coach Mitchell. This year the team was without a captain since Albert Greenwood, star player, did not return to school.

Johnson opened its season with Wilmington High School at the latter's field and suffered an 11 to 10 defeat in a ten inning game. Phil Evangelos starred for Johnson.

Johnson's second game with Howe High of Billerica resulted in a 10 to 6 defeat. Later Johnson again suffered defeat on its home grounds against Chelmsford High with a score of 12 to 6.

However, the next four games re-

sulted in victories for Johnson, 9-4, 6-1, 4-3, and 10-9, against Methuen, Wilmington, Punchard, and Howe, respectively. Johnson's surge in the last four games brought a tie in the Lowell Suburban League with hopes for an undisputed leadership later on.

Season's scores:

Johnson	10	Wilmington	11
Johnson	6	Howe	10
Johnson	6	Chelmsford	12
Johnson	9	Methuen	4
Johnson	6	Wilmington	1
Johnson	4	Punchard	3
Johnson	10	Howe	9
<hr/>		<hr/>	
Johnson	51	Opponents	50



EXCHANGES



Dear Friends in "Exchange":

It is with a great deal of reluctance that I take up my pen to compose this, my last communication to

you all. I have found a great deal of pleasure in receiving and reading your several magazines, and I am sure no Exchange Editor could ever

work with a more delightful collection of material than I have done. I shall miss my column tremendously next year.

Before closing, I wish to say a word to the staff of the "L. H. S. Bulletin." We considered your May issue commendable throughout, and especially the abundance of poetry. That thesis on whistling is clever, and would no doubt be helpful to a non-whistler. Auf Wiedersehn, J. M. K.!

The Patriotic Number of the "Gazette," from Lynn Classical High School, arrived with a cover that is certainly a masterpiece. Its contents carry out the same fine spirit, with an excellent and well-filled literary section, spicy jokes, and a minutely accurate slant on Alumni.

From Newburyport High School we have received another issue of that always-spectacular "Record." This time "Pickles" and "Up Along, Down Along" were particularly enjoyed.

Finally, I want to tell you all how much we enjoyed "Lasell Leaves," as usual. I understand this number was a production of Lasell's Juniors, and they are certainly to be congratulated on their fine work.

And now the time has come for the actual words of parting. I hope you have all enjoyed our year's work together—more or less—as much as I have; how I envy those of you who will carry on next year also! Fare thee well!

As ever,

FIDO



ALUMNI NOTES



Miss Margaret Bower, a former student at Johnson High School, has recently been married to Mr. William Taylor. Miss Bower was graduated from this school in 1930. She then attended Colby Junior College and Miss Wheelock's Kindergarten School in Boston, Mass.

Thomas Donlan, who graduated from Johnson High School with the class of 1929, has recently been graduated from The Massachusetts Institute of Technology with the class of 1934.

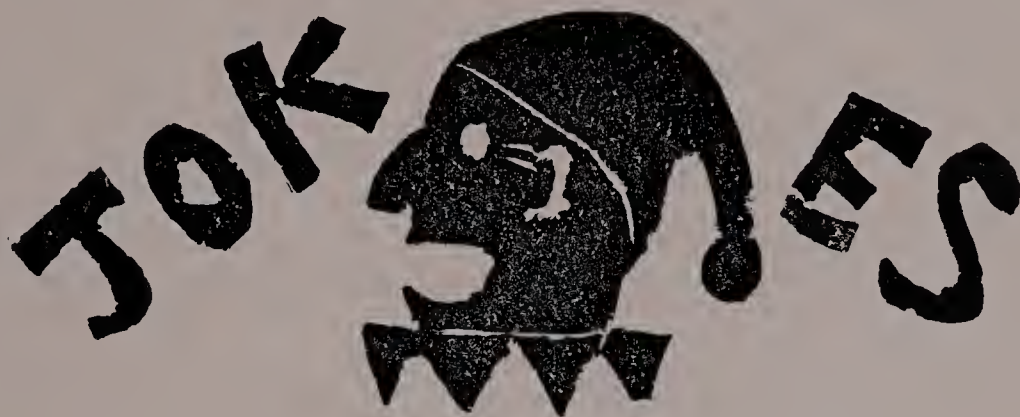
Milford Bottomley has just returned to his home on Marblehead Street, after completing his second year at the University of Illinois.

Gilbert Smith, who graduated

from Johnson in 1931, and is now a student at Williams College, has recently been the recipient of the "Books on Rome" by Mario Sobrero, which is awarded annually by the Societa Nazionale Dante Alighiere, to the pupil having profited from the study of Italian during the year.

Robert Gagne, the valedictorian of the class of 1932, has recently returned to his home from New Haven, where he has completed a year of study at Yale University.

Robert Graham and Clifford Gillespie, outstanding members of the Johnson High School class of 1929, have recently received their diplomas from Lowell Textile School with the class of 1934.



B. Nelson: "Virginia is a decided blond."

H. Walker: "Yes, I was with her when she decided."

A. Philips was trying to play his cornet while he was walking in new shoes and to him E. Fitzgerald said, "What an awful noise you're making."

A. Philips: "O. K. I'll take my shoes off."

Miss Leach: "Tell me what classical music is?"

H. Cass: "It's music a feller can't whistle."

W. Graham: "I hear your brother is going to college. Is it a modern college?"

H. Kennedy: "Yes, my father is paying the bills."

Miss Cook: "What is a committee?"

J. Casserly: "A group of men who keep hours and waste minutes."

Miss C. Chapman: "Are you sure that is the right answer?"

W. Drummond: "Gee, so you ain't sure of the answer either."

Eddie: "This being broke makes me writhe."

Kitty: "Aw, don't writhe, telegraph."

Miss Oetjen: "Why should you go to school?"

P. Evangelos: "To provide work for teachers."

E. Welsh: "What is a guy with a Bachelor's Degree?"

W. Morton: "A fellow who has successfully looked at a pretty woman and remained unmarried."

A Senior love story ends in the following manner: "As the twenty year old bride sat in her room after her wedding she remarked to her twenty-two year old husband, "John dear, I must tell you something. I have false teeth." When the groom heard this, he raised his hand to his head saying, "Thank goodness, now I can take off my wig."

M. Perry: "What did you do when your boy friend smacked your cheek?"

C. May: "I turned my other cheek to him."

Evangelos: "I represent a society for the suppression of profanity."

Sanderson (to DeNault): "Hey, Frank, here's a guy that wants to buy your car."

Smoke Gets in Your Eyes—Chefs' Club.

I Cover the Waterfront—Phil Hickingbotham.

You're In My Power—Glenna Kelly.

I Can Get It for You Wholesale—Morton.

The Man on the Flying Trapeze—Cliff Johnson.

Vive La France—DeNault.

After Tonight We Say Goodbye—Seniors.

I'm Lookin' Forward to Goin' Back Home—Steve Martin (in detention room).

Do You Miss Me Tonight—Claire Lebel.

I'm Full of the Devil—V. Drew.

Miss Clara: "Can you tell me anything about the great physicists in the 17th century?"

Graham (obnoxiously or still in the haze): "They're all dead."

Mrs. C.: "It's after twelve-thirty. Do you think you can stay here all night?"

Charlie: "I'm not sure, ma'am, but I'll call home and find out."

E. Riley: "You remind me of the ocean."

Steve M.: "Wild, romantic, and restless, huh?"

Ellen: "No, you only make me sick."

Arlene McCormack: "He reminds me of one of those rattly old Fords."

Flo Sydall: "Oh! But his clutch is so different."

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